

DOCUMENT RESUME

ED 149 517

EC 103 590

TITLE Programs for Children with Specific Learning Disabilities. P.L. 91-230, Title VI-G. Final Report on Products and Results of Year's Work, July 1, 1973 to June 30, 1974. Fail Save Continuum.

PUB DATE 74

GRANT OEG-72-4480

NOTE 73p.; Print of the original may not reproduce well

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Academic Achievement; *Delivery Systems; Educational Research; Elementary Secondary Education; Identification; *Information Dissemination; Inservice Education; Itinerant Teachers; *Learning Disabilities; Parent Participation; *Program Descriptions; *Program Evaluation; Resource Room Programs; Student Evaluation; Student Placement

ABSTRACT

Presented is the final report of the Learning Disability Fail-Save Continuum Project, designed to provide identification, assessment, and placement services to 378 elementary and secondary level students. Outlined in Section I are the following project components: major revisions from the original proposal (such as implementation of the itinerant and resource programs rather than a total continuum of services); services to children (including self concept, behavioral characteristics, academic, and psychological evaluation); staff development (inservice workshops for project teachers, regular class teachers, and administrators); program evaluation methods and procedures (which involved analyzing children's gains); replication activities; research activities (including a descriptive study on characteristics of 255 students in the project); parent involvement activities; advisory council; and community and other activities. Dissemination activities are briefly outlined in Section II. A final section (which makes up the bulk of the document) includes data requested by the Bureau of Education for the Handicapped, materials related to dissemination activities, and a paper with tables on student gains and project evaluation. (SBH)

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PROGRAMS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

P. L. 91-230, Title VI-G

Final Report on Products and Results of Year's Work

_____ July 1, _____ 1973 to _____ June 30, _____ 1974

Grant No. OEG-O- _____ 72-4480 _____
Project Name _____ Fail-Save Continuum _____
Project Location _____ New Mexico _____
Project Director _____
(Signature) *Henry H. Pope* _____
Date of Report Submission _____ July 15, 1974 _____

ED 103 596

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I. Major Program Activities and Accomplishments

A. Introduction

The Learning Disability Fail-Save Continuum Project is completing its second year of operation in the State of New Mexico. The theoretical model of the Fail-Save Continuum accepted the premise that there is not a single type of service program that is appropriate for all children with learning disabilities. In order to provide effective and efficient programs for children with learning disabilities, a continuum of services is necessary. The type of service most relevant to the individual must take into consideration the degree of severity of the handicap and the specific needs of the individual child, among other variables. In congruence with Deno's "Cascade of Services", the child should be moved away from the mainstream or regular class only as far as necessary, and should be returned to the mainstream as soon as possible. Therefore, one of the main objectives of the project was to investigate and support the premise of the necessity of a continuum of services through demonstration and research.

B. Major Revisions from the Original Proposal

During the two years of operation there have been two main revisions to the original proposal:

1. Because of limited resources in both funds and personnel, it was impossible to implement a total continuum of services in any one school district. Therefore, it was agreed upon by the Fail-Save Advisory Board and approved by the State Division of Special Education, that the first two phases of the Fail-Save Continuum be implemented. This included the itinerant program and the resource program. As each project teacher was assigned to one elementary school, he functioned as both an itinerant teacher and a resource

room teacher. The project teachers first served children on an itinerant basis, doing identification, educational diagnosis, and prescriptive programming, and then utilizing the regular classroom teacher as the main vehicle for the remediation process. After a set period of time (10 to 12 weeks) if re-evaluation suggested that this type of intervention was not as effective as desired because of the severity of the handicapping condition, the project teacher utilized her resource room for direct teaching with the student, in a one-to-one or small group situation.

2. The objectives outlined in the original proposal were too numerous and specific to evaluate and report with any degree of clarity. It was questionable whether the data collection and research on the original fifty-nine (59) objectives would be an efficient use of time and/or would provide useful information to the project schools, the state, and B.E.H. Consequently the original objectives have been combined and reduced to ten objectives which could be more effectively utilized for evaluation purposes as well as providing the necessary information to all agencies involved. Both of these major revisions have been previously reported in other project progress reports.

C. Services to Children

1. Identification:

The project teachers were given in depth training at the beginning of the school year which emphasized the state definition (appendix A) of a learning disabled child and methods by which this definition, including characteristics and observable behaviors, could be presented to their respective school staffs. Each teacher,

with the assistance of the core staff if necessary, then presented the project design within their own school.

Student identification began with the information obtained from the regular classroom teacher. The teachers indicated areas of academic deficits, behavioral characteristics, past achievement, pertinent medical records if available, and any other data on evaluations completed on the child, i.e., hearing, vision, etc. After the review of pertinent information the child was observed by the project teachers in the regular classroom setting.

2. Assessment:

If the initial procedure indicated the possibility of a learning disability, the project teachers utilized various diagnostic instruments for further assessment for identification, diagnosis, and programming. The following instruments were utilized in all of the school districts in the project:

1. Self-Concept: Project teacher's modification of the Sears Self-Concept Scale
2. Behavioral Characteristics: Myklebust Pupil Rating Scale
3. Academics:
 - (a) Wide Range Achievement Test (to obtain grade level of achievement)
 - (b) Basic Educational Skills Inventory (criterion referenced test to assess specific skills and deficits in academic areas)
4. Psychological:
 - (a) Wechsler Intelligence Scale for Children
 - (b) Illinois Test of Psycholinguistic Abilities

Within the different school districts, depending upon the specific needs of individual students, and the skills and preferences of the

diagnosticians and project teachers, further testing was done on an optional basis in the following areas:

- A. Intellectual Functioning
- B. Academic Achievement
- C. Language Development
- D. Visual Perception
- E. Auditory Perception
- F. Motor Development

3. Placement (Program Option)

As stated previously, the program options for students in the project was itinerant and/or resource room services. With emphasis placed on having the students remain as near as possible to the mainstream, all students new to the project this year were first served on an itinerant basis. However, some students who were in the project the first year began this year in the resource room. Included in this group were students who were served in the itinerant program last year and needed the more intense services of the resource room, or were in the resource room and it was decided that they needed more time in that program. The number of children served and program placement is reported in Project Results.

D. Staff Development

The administration of the project schools had allotted a maximum of ten days released time for project teachers to attend in-service workshops. The time, topics for in-service, and training personnel involved in the development of the project teachers is as follows:

Project Teachers:

1. Time: September, 1973 - Pre-School Workshops - four days

Topics: Project description, Guidelines, and Program Implementation
Dr. Henry Pepe, Project Director

Programming and Scheduling of Students
Mrs. Daphne Rowden, Project Coordinator

Identification of Learning Disabilities and Interpretation
of The Illinois Test of Psycholinguistic Abilities
Dr. Phyllis Newcomer, L.T.I. Staff

Educational Diagnosis Using the Basic Educational Skills
Inventory
Dr. Gary Adamson, Dept. of Sp. Ed., U.N.M.

Educational Material to Compliment Educational Diagnosis
Mrs. Marge McCament, Director S.E.I.M.C.

Note: In addition to the eighteen project teachers, the workshop was attended by project school principals, special education coordinators and practicum students at the University of New Mexico who were involved with the project. An estimate of thirty persons other than the project teachers attended some portion of the workshop.

2. Time: October 1973 - two days

Topics: Special Education in the Regular Classroom
Dr. Phyllis Kaplan, U. of Calif., Hayward

Informal Assessment of a Specific Learning Disability
Mrs. Ginger Wilson, Project Teacher

Project Data Collection Process
Mrs. Daphne Rowden, Project Coordinator

Note: The workshop by Dr. Kaplan was a cooperative endeavor with the Albuquerque Public Schools. Dr. Kaplan spent one day with the Project Teachers and approximately twenty (20) administrators. The second day Dr. Kaplan presented the same workshop to approximately sixty (60) Albuquerque teachers and administrators.

3. Time: January, 1974 - one day

Topics: Language Development and Assessment
Dr. Dolores Butts
Dept. of Communicative Disorders, U.N.M.

Math Curricula - Nuffield Math Program
Dr. Dave Darling
College of Education, U.N.M.

Note: In addition to the project staff, the workshop was attended by approximately twenty (20) coordinators of Special Education and practicum students.

4. Time: February, 1974 - one day

Topics: Project Report of Student Gains from Interim Testing
Dr. Henry Pepe, Project Director

Question and Answer Discussion for Project Teachers
Panel of Project Teachers

Note: In addition to project teachers, the workshop was attended by approximately ten (10) administrators in the Project Schools.

5. Time: March, 1974 - one day

Topic: Instruction on Data Reduction and Research Design for Project Evaluation
Mrs. Daphne Rowden, Project Coordinator

6. Time: March, 1974 - four days

Topic: National ACLD Conference, Houston, Texas

Note: The project director and two project teachers attended.

The project teachers presented The Fail-Save Continuum Project at the conference.

7. Time: April, 1974 - four days

Topic: International Convention of the Council for Exceptional Children

Note: The project director and two project teachers attended. The project director presented one aspect of the project at the convention.

Regular Classroom Teachers and Administrators:

1. All of the project teachers have met with the teaching staff and administrators within their building and presented the Fail-Save Program, identification of learning disabled children, and the role of a resource teacher. In many occasions the project director and coordinator have assisted in the presentation. An estimate of 350 regular classroom teachers have been exposed to one to two hour presentation and discussion in these areas.
2. The workshops designed specifically for the project teachers were also attended by various administrators, coordinators and teachers as previously noted. Attendance was dependent upon the specific topics and interest of the personnel. An estimate of approximately eighty (80) different educators attended a cumulative total of 120 days of in-service workshops presented by The Fail-Save Continuum Project.
3. One project consultant (Dr. Roger Kroth) was utilized for in-service presentations to project schools in the area of classroom management and behavior modification techniques. The general format in most cases was that the project director and consultant spent time observing specific children in the regular class and then giving a general

presentation to the entire teaching staff. During the 1973-74 school year Dr. Kroth presented in eleven of the eighteen project schools. During the past two years Dr. Kroth has presented in every one of the project schools.

4. One project consultant (Dr. Gary Adamson) was utilized for in-service training to project schools and other special education personnel in the area of educational diagnostic procedures utilized by The Fail-Save Continuum Project. Dr. Adamson has afforded the project eight days for direct in-service training, with contact to approximately sixty (60) special education teachers and diagnosticians.

E. Program Evaluation Methods and Procedures

The program evaluation was conducted in reference to the gains made by students selected for intervention in the Fail-Save programs. The following objectives were used as the criteria for program effectiveness:

1. The children referred and receiving services in Phase I (Itinerant) of the program will achieve in reading at a rate significantly higher than before original referral. Criteria for significant gain is set at the .05 level of significance.
2. The children referred and receiving services in Phase II (Resource Room) of the project will achieve in reading at a rate significantly higher than before original referral. Criteria for significant gain is set at the .05 level of significance.
3. The children referred and receiving services in Phase I (Itinerant) of the project will achieve in arithmetic at a rate significantly higher than before original referral. Criteria for gain is set at the .05 level of significance.
4. The children referred and receiving services in Phase II (Resource Room) of the project will achieve in arithmetic at a rate significantly higher than before original referral. Criteria for gain is set at the .05 level of significance.
5. The children referred and receiving services in Phase I (Itinerant) of the project will achieve in spelling at a rate significantly higher than before original referral. Criteria for gain is set at the .05 level of significance.

6. The children referred and receiving services in Phase II (Resource Room) of the project will achieve in spelling at a rate significantly higher than before original referral. Criteria for gain is set at the .05 level of significance.
7. The teachers of the children referred will rate classroom behavior of the referred children higher after treatment than they did at the time of initial contact for services. Criteria for significant gain is set at the .05 level of significance.
8. The children's self-concept as a learner will be higher after treatment than it was at the time of initial contact for services. Criteria for significant gain is set at the .05 level of significance.

In computing the gain scores, and the effect of intervention, it is necessary to allow for natural growth, or the expected gain in achievement that would have taken place without intervention. Intervention procedures should not receive credit for the natural growth. This eliminates the use of the mean difference between pre and post scores only, and forces the use of a prediction score. The following formula uses a prediction or expected score, and in addition yields an adjusted score (treatment effect) that can be credited to the intervention procedures:

Treatment effect = obtained gain - expected gain

When: obtained gain = posttest - pretest

And: expected gain = $\frac{\text{pretest score}}{\text{months in school}} \times \text{months in treatment}$

Example:

A boy at beginning of 4th grade (40 months) tests at 1.8* (18 months). At the end of six months treatment he scores at the 3.4 (34 months) level.

Expected gain = $\frac{18 \text{ mo.}}{40 \text{ mo.}} \times 6 \text{ mo.} = 2.7 \text{ (3 mo.)}$

Obtained change = 34 mo. - 18 mo. = 16 mo.

Treatment effect = 16 mo. - 3 mo. = 13 mo.

The statistical analysis concerns itself primarily with whether there was a significant difference between the student's expected gain prior to intervention, and actual gain during intervention.

The treatment effect is reported to indicate the effect or change that can

be contributed to the intervention procedure.

F. Replication Activities

During the first year of operation nine teachers were selected and participated in The Fail-Save Project. They represented the four school districts of Albuquerque, Gallup, Grants and Santa Fe.

During the second year of operation the project was replicated and expanded in three ways:

1. Four new project sites were added within the school districts that had participated during the first year of the project.
2. Four new sites were implemented in four school districts which requested to participate during the second year of operation.
3. Two on the new project sites during the second year were implemented in Junior High Schools, to test the applicability of the model at that level of instruction.

The school districts participating in the project for the 1973-74 school year included: Albuquerque, Bernalillo, Espanola, Gallup, Grants, Jemez Springs, Los Alamos, and Santa Fe.

G. Research Activities

The research completed by the project deals specifically with the program evaluation. This will be reported in the results of the project evaluation. However, the project has participated with and utilized The Leadership Training Institute in several research studies. The New Mexico Project has participated in the following research projects with The Leadership Training Institute.

1. Hierarchical Grouping Study of Psychological Testing--(Dr. McCarthy).

A cluster analysis of a random sample of 99 protocols on the variable of The Wechsler Intelligence Scale for Children. The preliminary data

indicates that the population clustered into three distinct groups--

- (a) Above average on all variables (N=30).
- (b) Low average on total score with significant difference between verbal and performance, with the verbal being lower. (Suspected ethnic/bi-lingual factor) (N=47).
- (c) Below average, again with significantly lower verbal scores. (Suspected ethnic/bi-lingual factor) (N=22).

Further analysis and total report is forthcoming.

2. Characteristics Study (Dr. Kirk)

A descriptive study on characteristics of 255 students in the New Mexico Project. The preliminary report indicated:

- 1. Average I. Q. was 92.4
- 2. Approximately 3 boys to 1 girl in project
- 3. The prevalence of children served was 3.7% in the elementary school, 1.6% in the secondary school, with an average of 3.1%.
- 4. The emphasis in remediation was 53% in reading and 15% in spelling
- 5. Teacher rating of the degree of severity of the students indicated 47% severe, 37% moderate, and 16% mild.
- 6. Academic retardation ranges from 1.0 in the first grade to 4 to 5 years by the 8th grade.
- 7. The method for delivery of service with the students was 30% in the resource room and 70% in the itinerant program.

Further analysis and total report is forthcoming.

3. Methods of identification and diagnosis of children with Learning Disabilities (Dr. McGrady).

A descriptive study of alternative methods and techniques for identifying children with learning disabilities among the 43 Title VI-G projects in operation this year. The methods and techniques of the New Mexico

Project were reported to Dr. McGrady via telephone conversation. At this time the results of the study have not been reported to this project.

4. Analysis of administrative and organizational aspects of the Child Service Demonstration Centers. (Dr. Reiss - University of Illinois). A study of the attitudes of participants in Title VI-G projects in reference to the administrative and organizational components of their particular project. At this time the results of the study have not been reported to this project.

H. Parental Involvement

In accordance with the State Standard and Guidelines in Special Education, parental consent for evaluation and placement must be obtained on every student. Consequently parents are contacted prior to testing, and are made aware of the program when there is consideration for placement.

In addition, one component of The Fail-Save Continuum Project is a parent training program in behavior management techniques. All project teachers have been made aware of the program and encouraged to conduct the training session with assistance of the core staff and consultants. The parent program has been less effective than desired or anticipated. In most instances the project teachers have not requested the services of the core staff and consultants to do the training program. Parent meetings involving core staff and consultants were held in four of the eighteen project schools. Approximately seventy-five (75) parents have been involved. It should be noted however, that project teachers have had many contacts with individual parents on a need basis.

I. Advisory Council

The advisory council for The Fail-Save Continuum Project consists of one administrative representative from each of the original participating school districts as well as one representative for each of the following:

The State Division of Special Education, the University of New Mexico, the Northwest Special Education Material Center, and the Association of Children with Learning Disabilities. The council was instrumental during the first year of operation in setting guidelines and procedures for the Project to follow. A meeting will be held this summer to discuss the final evaluation of the project and establish priorities and procedures for project continuation.

J. Community and other Activities

1. The project consultants and staff have presented at three of the four local ACLD chapters in the state.
2. The project director and coordinators are serving on the New Mexico State Resource Room Advisory Committee.
3. A project coordinator is serving on the advisory committee for Northwest Special Education Instructional Material Center.
4. The project director and coordinators assisted the State Division of Special Education in evaluations and technical assistance to several resource room programs in school districts throughout the state.
5. The project director is serving on the committee to revise state special education standards and guidelines.
6. The Project was instrumental in coordinating the establishment of a cooperative endeavor of four school districts to contract for training services and implementation of the Monterey Reading Program.

II. Dissemination Activities

The dissemination of information component of The Fail-Save Continuum Project has utilized the following tactics and activities:

1. Several publications in professional literature and journals.
2. Presentation at conferences and meetings at the national, state and local level.
3. Publication of a brochure describing the project and dissemination at the national, state, and local level.
4. Personal communication to many school districts answering letters of inquiry, giving specific information and material dependent upon the individual requests.

Appendix A gives specific details in reference to the above activities.

III. Data Requested by BEH

The following data is requested by BEH, concerning the scope of the VI-G learning disabilities effort, and the need for learning disabilities programs.

A. Services to Children

1. Number of children screened this year 650 (Estimate)
2. Number of children who were found to require specialized help
550 (Estimate)
3. Number of children receiving direct services this year 444
 - (a) How were direct services delivered?
(i.e. resource rooms, classroom individualization, resource teacher, etc.)
 1. Itinerant--Individualization (Approximately 70%)
 2. Resource Room--small group (Approximately 30%)
 - (b) With what frequency were direct services delivered?
 1. Itinerant--2-3 times per week
 2. Resource Room--3-4 times per week
 - (c) Number of children "graduating" from the learning disabilities program to the standard program
45 (Approximately 10%)

Note: Another 40-50 (10%) of the students appeared ready for termination of services. However, teachers commented that they would rather carry them for services at the beginning of next year to assist them for a brief period of time during the termination period.

Appendix B includes a summary of the mean gains of students in the total project.

B. Staff Development

1. Number of staff personnel receiving in-service training this year

(a) project teachers	17
(b) classroom teachers	350
(c) administrative personnel	40
(d) practicum students	15

2. How? (a)
- In-service workshops

(b) Site visits--Technical Assistance

3. With what frequency? (a)
- Project teachers 10 days per year

(b) Regular teachers 1-2 times per year
2-3 hours each time(c) Administrators 1-5 times per year
4-8 hours each time

4. Number of paraprofessionals trained this year
- No.

C. Parental Involvement, Community Advisory Council

See narrative of major activities

D. Replication Activities

1. List replications by agency, location, and estimated number of children served by each replication.

During the first year of the project there were 9 programs in 4 school districts (Albuquerque, Gallun, Grants, Santa Fe).During the second year the program was replicated as follows:

- | | |
|--|--------------|
| 1. Albuquerque-- 2 Elementary Schools, 2 Jr. Highs-- | 100 students |
| 2. Santa Fe--1 Elementary School | 30 students |
| 3. Espanola--1 Elementary School | 25 students |
| 4. Jemez Springs--1 Elementary School | 25 students |
| 5. Bernalillo--1 Elementary School | 25 students |
| 6. Los Alamos--1 Elementary School | 25 students |

2. Other agencies replicating same components of the project.

Cannot be determined, no data collected.

E. Research Activities

1. What needs do you see in the area of applied research which are not now being met.

(a) Etiology of Learning Disability students for operationalizing a functional definition of learning disabilities

(b) Further research in the use of standardized and informal techniques for identification, diagnosis and programming for children with learning disabilities. (Particularly with children with a bi-cultured and bi-lingual background).

2. What basic research needs to be undertaken?

Same as above

F. Funding

72,878.00

1. Federal Funding (VI-G)

2. State Funding:

(a) Estimated Reimbursement for 16 teachers @ \$11,500 ea. = \$184,000.00
 (b) Estimated 10% of state coordinators time = 1,500.00
 Total = \$185,500.00

3. Local Funding:

(a) Estimate of \$650.00 per program for room, furniture, equipment, materials = \$ 10,400.00
 (b) Use of Instructional Material Center = 20,000.00
 Total = \$ 30,400.00

G. Ethnic Breakdown

	<u>Number</u>	<u>Percentage</u>
White	228	52%
Spanish	175	40%
Indian	34	7%
Black	1	1%
Total	444	100%

Appendix A

Dissemination Activities

- I. The Fail-Save Continuum model has been published in the following professional literature.
- (a) Journal of Exceptional Children, May, 1972
 - (b) Beery, Keith. Models for Mainstreaming, Dimension Publishing Co., 1972
 - (c) Journal of Learning Disabilities, December, 1972
 - (d) Deno, Evelyn. Instructional Alternatives for Exceptional Children. Council for Exceptional Children, 1973
- II. The Fail-Save Continuum Project has been presented at the following conferences:
- (a) National Conference on Delivery of Services in Rural Areas, Co-sponsored by the L.T.I., University of Minnesota and the Western Interstate Commission for Higher Education, Albuquerque, New Mexico, 1973. (Project director, co-ordinator and teacher)
 - (b) International Symposium in Learning Disabilities. San Diego, California, 1973. (Project director and consultants)
 - (c) International Conference of the Association of Children with Learning Disabilities, Detroit, Michigan, 1973. Hall of States Display. (Project co-ordinator and teachers)
 - (d) International Conference of the Association of Children with Learning Disabilities, Houston, Texas, 1974. (Project co-ordinator and teacher)
 - (e) International Conference of the Council of Exceptional Children, New York, New York, 1974. (Project director)
 - (f) Kansas Leadership Workshops in Special Education, Co-sponsored by the University of Kansas and Kansas State Division of Special Education. (Project director)
 - (g) Various state and local meetings of C.E.C., A.C.L.D., Boards of Education, teachers meetings, etc. (Project director, co-ordinators and teachers)

- III. A brochure describing the project has been published. To date approximately 1000 copies have been distributed throughout the state of New Mexico and at national meetings.

A copy of the brochure and some samples of material sent is attached to this appendix. It would be difficult to estimate the affect of the general dissemination of information on the replication of the various components of the project within other agencies throughout the nation. However, to validate its affect to some extent, sample copies of several letters of inquiry are included. All inquiries have been answered, giving specific information dependent upon the individual requests.

THE LEARNING disability fail-save CONTINUUM

A CHILD SERVICE DEMONSTRATION PROGRAM

United States
Bureau of Education
for the Handicapped
P.L. 91-230 — Title VI, Part C

Awarded to
New Mexico State Division
of Special Education



HOW CAN WE help him...



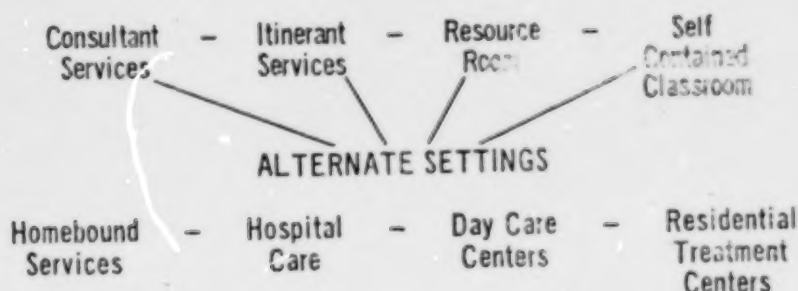
10 5 2

philosophy

To state that one type of educational program is appropriate for children with learning disabilities — or any exceptional child — is a falsehood.

In order to provide an effective and efficient program for children, regardless of the type of educational handicap, a continuum of services is necessary. The type of services most relevant to the individual must take into consideration the degree of severity of the handicap, the child's emotional and physical ability to adjust in the educational setting, and the parents' perception and ability to adjust to the problem — to name a few.

The following represents an ideal continuum of services that should be available to



all children. It should be noted that each program is not a separate entity. The educational and therapeutic process of each must complement and support each other. There must also be a built in design to move a child along the continuum, dependent upon his progress.

PROJECT DESIGN

The Project is designed to provide a model educational program for children with learning disabilities in rural and urban school districts in New Mexico. In accordance with the Fail-Save operational model, future services are planned for children in any category of exceptionality. The "Fail" represents the system's failure to meet all children's needs. The "Save" represents the adapt-

ation of the system to the child's individual needs.

There are several phases in the Fail-Save Continuum which involve predetermined instructional time limits. The main objective in each phase is to emphasize educational strategies, remediation and adjustment that will allow the child to function adequately in or near as possible to the regular classroom situation.

Continual evaluation takes place throughout every phase of the model. At any time, in any phase, a decision can be made to move the child along the continuum to accommodate the progress which he has demonstrated. However, before a child can be moved to a more intensive program, or re-cycled in the same phase, he must remain in that phase for the predetermined period of time.

PHASES I-V

PHASE I

This phase utilizes a methods and materials consultant/teacher. During this time the methods and materials consultant observes the child in the regular classroom, does an evaluation to identify the child's skills and deficits, and provides an educational plan with the proper methods and materials to be implemented in the regular classroom.

PHASE II

This phase utilizes the Resource Room concept in which the child spends part of the day in the Resource Room where more intensive intervention by a specially trained teacher is available. The child is still in the regular class part of the day where contact is continued by the methods and materials consultant.

PHASE III

This phase utilizes the special class/resource room where more intensive service is provided. There is also continued involvement with a methods and materials consultant, regular classroom teacher and the parents.

PHASE IV

This phase involves special class placement. If the other phases have not been successful in providing remediation to the point that the child can be "saved" or returned to a higher phase, then special class placement is provided.

PHASE V

This is an alternate phase or programming outside of the regular school system. This recommendation can be made at any time and includes such settings as homebound, day care, hospital, or residential treatment.

decision making ALTERNATIVES

One

The system has adapted an appropriate learning situation where it appears the child has been "saved." Therefore, he is moved to the regular classroom or one or more phases closer to that eventual goal.

Two

The system has not provided an adequate situation for the child and it has "failed." However, the child has been making some gains and the decision is to re-cycle in the same phase another time.

Three

The system is not adequate to meet the needs of that individual child. Consequently, the decision is that the child should be moved downward one phase and provided a more intense program.



Any decision, either during a phase or at the end of a phase, must involve the regular classroom teacher, methods and materials consultant, resource room teacher or any person involved with the particular phase that the child is in, plus the administrator/coordinator and the parents.



PARENT PROGRAM



This program is initiated during the first phase of the Project to help parents better understand and work with their children at home. Behavior modification is the theme of several workshops that are scheduled at times convenient for the parents and jointly implemented by members of the University of New Mexico staff, the methods and materials consultant and/or the Resource Room teacher, the Regular Class teacher and the administrators directly involved with the Project.

IN-SERVICE TRAINING

The key to the Fail-Save Continuum Model is the training of the personnel directly involved in the project. Training in the areas of educational diagnosis, task analysis, prescriptive teaching, methods, material retrieval, program planning and evaluation, parent counseling, and behavior management are necessary to implement the several phases of the model. The sequence and plan for training will include the following:

1. An initial orientation includes the description of the Project, test procedures used in the identification of students and exposure to available materials for remediation.
2. Continued training throughout the school year utilizes resources of expertise from UNM, Regional and Local IMC personnel and local agencies. Parents, teachers, administrators and other involved personnel will be included in the in-service training meetings. A parent program will be implemented.
3. Further training is under consideration for the University of New Mexico's summer program. This training would involve both present teachers and teachers in school districts that desire to initiate the Fail-Save Continuum Model. Stress will include the improvement of diagnostic and remedial skills.

PROGRAM EXPANSION

In order for a demonstration project to be considered successful, program improvement and expansion must be considered as a major objective. The project should be duplicated or adopted by other schools with minor adaptations to meet specific needs.

Considerations for program expansion are:

1. Expand the present services within the school districts presently involved to meet the demand in some of the schools not being served.

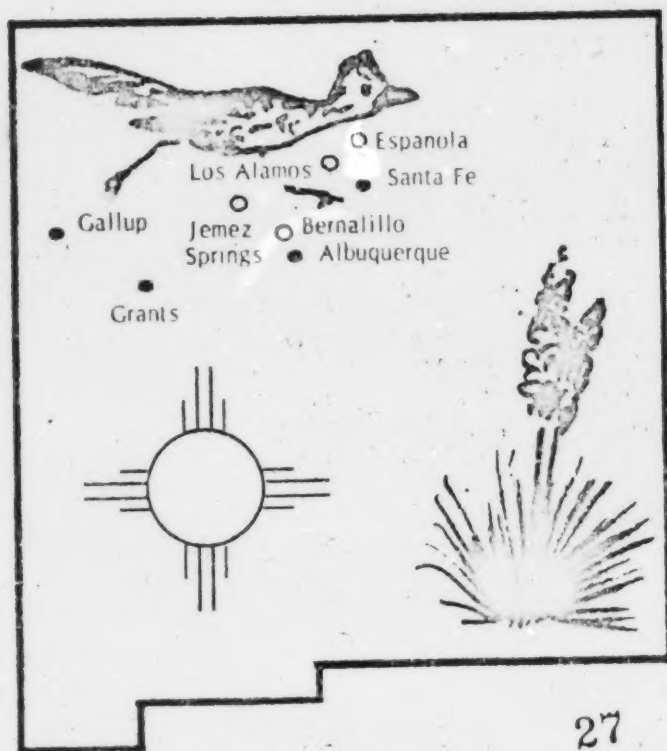
2. Expand the project design and administrative arrangement to the school districts to serve other types of handicapped children: emotionally disturbed, mentally retarded, hearing impaired, etc., or from a non-categorical approach.

3. Expand the program to school districts in other areas of the state who desire assistance in program implementation.

FURTHER INFORMATION

For further information about the project, the following persons can be contacted:

1. Henry Pope, Project Director
Fast-Save Continuum
Santa Barbara Center
1420 Edith, N.E.
Albuquerque, New Mexico 87102
2. Elie Gutierrez, Director
Division of Special Education
State Department of Education
Education Building
Santa Fe, New Mexico 87501
3. LaNiece Robison, Consultant
Division of Special Education
State Department of Education
Education Building
Santa Fe, New Mexico 87501
4. Gary Adamson, Chairman
Dept. of Special Education
University of New Mexico
Albuquerque, New Mexico 87106
5. Special Education Administrative
Personnel - Local School Districts



PROJECT SITES

● 1972 - 73 PROJECT SITES

○ 1973 - 74 PROJECT SITES



NEW MEXICO STANDARDS FOR SPECIAL EDUCATION

LEARNING DISABLED

Definition

A learning disabled student is:

A student who exhibits one or more deficits in the essential learning process requiring Special Education which may be characterized by various combinations of deficits in perception, conceptualization, language, memory and control and attention, impulse or motor function. These deficits may be demonstrated verbally or non-verbally. A discrepancy between *expected* and *actual* academic achievement is observable.

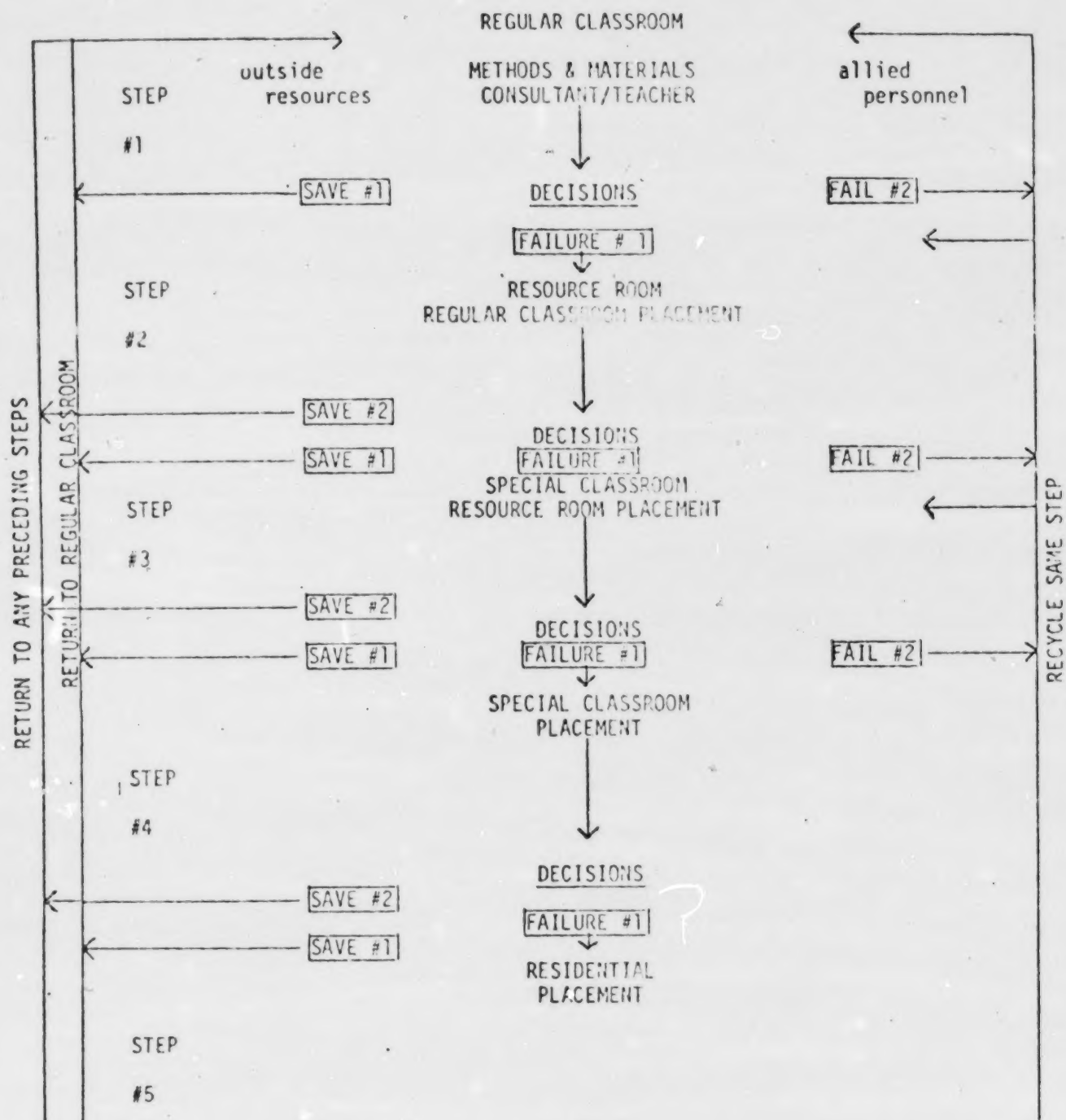
A learning disabled student is *not*:

A student who exhibits learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or environmental disadvantage (lack of opportunity to learn).

INSTRUMENTS FOR APPRAISAL AND EVALUATION
for the
LEARNING DISABLEDREQUIRED TESTS

- A. Individual Intelligence Test (at least one)
 - 1. Wechsler Intelligence Scales
 - 2. Stanford-Binet Intelligence Scale
- B. Diagnostic Language Test (at least one)
 - 1. Illinois Test of Psycholinguistic Ability (ITPA)
 - 2. Detroit Test of Learning Aptitude
- C. Academic Achievement and Diagnostic Tests (at least one)
 - 1. Gates Reading Survey
 - 2. Gilmore Oral Reading Test
 - 3. Durrell Analysis of Reading Difficulty
 - 4. Spache Diagnostic Reading Scales
 - 5. McKee Inventory of Phonetic Skill
 - 6. Dolch Basic Sight Vocabulary Test
 - 7. Wide Range Achievement Test, revised ed.
 - 8. Peabody Individual Achievement Test
 - 9. Basic Educational Skills Inventory

FAIL - SAVE CONTINUUM



STUDENT REFERRAL FORM
METHODS AND MATERIALS RESOURCE TEACHER SERVICES

Return to Resource Room Teacher:

Student _____ Date of Birth _____ Age _____

Sex _____ Grade _____ Student's Address _____

Student's Phone _____ Parents/Guardian _____

School _____ District _____ No. _____

Please indicate the most appropriate time for the Methods and Materials Consultant to observe in the classroom. Include the period of day for each subject area in which pupil is having difficulty (e.g., Math at 10:00 a.m., etc.).

REASONS FOR REFERRAL: Discuss your main concerns about the student:

Check areas in which the student is having specific problems:

Reading Difficulties

☐ Phonics
☐ Comprehension
☐ Word attack skills
☐ Reversals
☐ Other _____

Arithmetic Difficulties

☐ Story problems
☐ Mechanics
☐ Memory of facts
☐ Understanding of concepts
☐ Other _____

Other Difficulties

☐ Handwriting
☐ Spelling
☐ Language skills
☐ Visual perception
☐ Listening
☐ Perceptual-motor
☐ Speaking
☐ Other _____

Behavioral Patterns

☐ Short attention span
☐ Does not complete assignment
☐ Completes assign. too quickly
☐ Failure to follow Directions

☐ Withdrawn
☐ Aggressive
☐ Fails to listen
☐ Uncoordinated

☐ Relies on neighbors
☐ Fearful
☐ Out-of-seat behavior
☐ Talks out of turn

Others: _____

Has student been evaluated by a psychologist, speech or hearing clinician?
Explain: _____

Name of Achievement Test _____ Date admin. _____

Subtest names and grade equivalents _____

Verbal I.Q. _____
 Performance I.Q. _____
 Name of I.Q. Test _____ Date _____ Full Scale I.Q. _____
 Results of visual screening _____ Date admin. _____
 Results of hearing screening _____ Date admin. _____
 Any physical disorders (nutrition, allergies, etc.) _____

Parent contacts: Number of and comments regarding parental involvement _____

Have the parents approved of the referral for services? _____

Are the parents willing to be involved in the Parent Program Workshop? _____

Other Comments _____

Referring Teachers _____

Approved by Administrator _____

For use by the Methods & Materials Consultant:

Date referral received _____

Date of first contact _____

Date report was written _____

PARENT PERMISSION FOR TESTING AND EVALUATION
(Special Teacher's Responsibility to Obtain)

A Resource Room has been set up at _____ School this year. The program in this room is designed to help those children who, for various reasons, have had difficulty in doing the work presented in the regular classroom. Our Resource Room teacher will either provide special materials for a child's use in the regular classroom or will work on an individual or small group basis in the Resource Room for a small portion of the school day, depending on needs of the child.

Your child, _____ is being considered as one who might benefit by the services provided by our Resource Room teacher. In order to determine exactly what your child's difficulties are, it is necessary to do some pre-testing. If you would like to have your child tested in regard to his academic needs and possible Resource Room assistance, please sign below and return this form with your child as soon as possible. You will be notified if Resource Room placement is suggested by the results of the tests.

If you have any questions regarding this program, please feel free to contact the School. Either the Principal or the Resource Room teacher will arrange a time to discuss this further with you.

Parent Signature

Date

Appendix

EDUCATIONAL APPRAISAL AND REVIEW COMMITTEE
PLACEMENT FORM

_____ Public Schools

Student: _____

Address: _____

Home School: _____

Date of Birth: _____

Recommendation:

Committee Members:

<u>Name</u>	<u>Position</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Comments:

Date:

Follow-up Recommendations:

FAIL SAVE CONTINUUM
DAILY/WEEKLY PLANS

NAME _____
GRADE _____
TARGET AREA(S) _____

SCHOOL _____
SPECIAL TEACHER _____
REGULAR TEACHER _____

LONG RANGE OBJECTIVE _____

DATE	SPECIFIC SKILL/BEHAVIOR TO BE REMEDIATED	METHOD/MATERIAL	EVALUATION	DATE	PERTINENT OBSERVATIONS (ANECDOTAL NOTES)	DATE

FAIL SAVE DATA SHEET

NAME _____ D.O.B. _____ SCHOOL _____ GRADE _____ YEARS IN SCHOOL _____

INITIAL TARGET AREA(S) _____ DATE _____ (READING, SPELLING, ARITHMETIC, AND/OR BEHAVIOR, SELF CON.)

TARGET AREA(S) _____ TARGET AREA CHANGE(S) _____ DATE _____

*INITIAL PHASE (ITIN. OR RR) _____ TO _____ (DATES)
 *SECOND PHASE (REG. CLASS, ITIN., RR, OR SELF-CONTAINED) _____ TO _____ (DATES)
 *THIRD PHASE (REG. CLASS, ITIN., RR, OR SELF-CONTAINED) _____ TO _____ (DATES)

WRAT READING SCORES	DATES	WRAT SPELLING SCORES	DATES	WRAT ARITHMETIC SCORES	DATES
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

THE PUPIL RATING SCALE SCORES (Indicate averages of 5 areas)	DATES	SELF CONCEPT SCORES (Indicate all totals)	DATES	BEST SCORES IN AREAS TO BE REMEDIATED	DATES
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

OTHER TESTS AND SCORES _____ (DATE) _____ (DATE)
 _____ (DATE) _____ (DATE)

*CIRCLE TYPE OF SERVICE (ONE PER PHASE)

BASIC EDUCATIONAL SKILLS INVENTORY SCORING SHEET

READING-LEVEL A

SELECTED, INC.

NAME: _____ SCHOOL: _____

TEACHER: _____ AGE: _____ PARENTS: _____

HOME PHONE: _____ SEX: _____ DATE OF TEST: _____ GRADE: _____

READING LEVEL: _____ M.A.: _____ OTHER TEST SCORES: _____

COMMENTS & RECOMMENDATIONS:

Examiner: _____

SUMMARY OF SCORES

	POSSIBLE	PRE-TEST	POST-TEST	GAIN ±
1. Matching First Letters	12			
2. Dots and Letters	10			
3. Say the Letters	10			
4. Name the Alphabet From Memory	26			
5. Print the Capital Letters of the Alphabet From Memory	26			
6. Write the Capital Letters of the Alphabet Named	26			
7. Name the Capital Letters	26			
8. Matching Letters with the Alphabet	11			
9. Write the Capital Letters of the Alphabet Named	26			
10. Name the Capital Letters	26			
11. Subtotals	112			
TOTALS	52			

SUGGESTED MATERIALS

FOR

READING - LEVEL A

MEMORY FOR SENTENCES

PEABODY LANGUAGE DEVELOPMENT KITS American Guidance Service
 DISTAL LANGUAGE SRA
 Informal sentences

DIRECTIONS

FRÖSTIG'S MOVE-IT-LEARN Follett
 ACTIVE LEARNING by Bryant Cratty
 FRÖSTIG'S PICTURES AND PATTERNS Follett
 ATTENTION PLUS PROGRAM Allied Education Council
 LISTENING AND PLAYING by Cratty and Carr
 STENCILS, PEGBOARD, PUZZLES Developmental Learning Materials
 DIRECTION PROGRAM Teaching Resources
 LEARNING TO WRITE WORKBOOKS SRA
 MILLER-DUPLICATION MASTERS - Visual Discrimination Skills
 Following Directions and Sequence
 Motor Coordination
 Left - Right

SAME OR DIFFERENT

SAME - DIFFERENT CARDS Developmental Learning Materials
 IDENTIFICATION Milton Bradley
 IDENTIFICATION Continental Press
 IDENTIFICATION Gear-Innovations
 IDENTIFICATION SRA
 IDENTIFICATION McGraw
 IDENTIFICATION SRA
 IDENTIFICATION OPPOSITES Ideal
 IDENTIFICATION and SRA

WRITING THE ALPHABET FROM MEMORY

ALPHABET MOTOR ACTIVITIES DLM
 ALPHABET MOTOR ACTIVITIES DLM
 ALPHABET MOTOR ACTIVITIES Lauri Enterprises
 ALPHABET MOTOR ACTIVITIES Scott Foresman

PRINTING CAPITAL LETTERS OF THE ALPHABET FROM MEMORY

ALPHABET LETTERS Gear Innovations
 ALPHABET LETTERS DLM
 TRACT-A-BITS Zaner-Bloser
 Elmer's glue and sand, bird seed, etc.
 Elmer's glue on white poster paper
 TOUCH TO LEARN SERIES Touch To Learn Incorporated

MANUSCRIPT PRINTING OF CAPITAL LETTERS OF THE ALPHABET NAMED (DICTATED)

PRE-WRITING DESIGNS

PRE-WRITING SPELLING DESIGNS Zaner-Bloser Developmental Learning Materials

PRE-WRITING PICTURE DESIGNS

OPERATION ALPHABET Noble and Noble

HANDWRITING WITH WHITE AND SEE Lyons and Carnahan

* NAMING MANUSCRIPT PRINTED LETTERS

TRY Noble and Noble

MATCHING MANUSCRIPT LETTERS OF THE ALPHABET

DUPPLICATING MASTERS Continental Press

TACTILE ALPHABET LETTERS SRA

WRITING THE CAPITAL CURSIVE LETTERS OF THE ALPHABET NAMED (DICTATED)

NAMING THE CURSIVE WRITTEN LETTERS

SIGHT WORDS

DOLOM WORDS Garrard

CAPITAL LETTER WORD LIST

FLASH CARDS FOR WORD RECOGNITION Milton Bradley

DOLOM PICTURE WORDS AND PHRASE CARDS Garrard

WHO GETS IT? Garrard

BASIC EDUCATIONAL SKILLS INVENTORY SCORING SHEET

READING-LEVEL B

SELECT-ED, INC.[®]

NAME: _____ SCHOOL: _____

TEACHER: _____ AGE: _____ PARENTS: _____

HOME PHONE: _____ SEX: _____ DATE OF TEST: _____ GRADE: _____

READING LEVEL: _____ M.A.: _____ OTHER TEST SCORES: _____

COMMENTS & RECOMMENDATIONS:

Examiner: _____

SUMMARY OF SCORES

	POSSIBLE	PRE TEST	POST TEST	GRADE
1. Pictorial Symbols - Auditory Response	10			
2. Initial Consonant - Pictorial Symbols	23			
3. Final Consonant - Pictorial Symbols	10			
4. Initial Consonant - Pictorial Symbols and Pictorial Symbols - Pictorial	27			
5. Final Consonant - Pictorial	14			
6. Auditory Response - Pictorial - Sound Only	6			
7. Initial Consonant - Pictorial - Sound Only	30			
8. Final Consonant - Pictorial	26			
9. Initial Consonant - Pictorial - Pictorial	46			
10. Initial Vowel - Pictorial	29			
11. Initial Vowel - Pictorial	20			
12. Sounds of Initial Letters - Vowels and Consonants	31			
13. Sounds of Final Letters - Vowels and Consonants	32			
14. Sounds of Initial Letters - Vowels and Consonants	35			
15. Sounds of Final Letters - Vowels and Consonants	22			
16. Sounds of Initial Letters - Vowels and Consonants	22			
17. Sounds of Final Letters - Vowels and Consonants	13			
18. Initial Vowels - Hard and Soft Sounds	15			
19. Initial Vowels - Hard and Soft Sounds	18			
20. Suffixes	16			
21. Initial Vowels - Hard and Soft Sounds	6			
22. Suffixes	11			
TOTAL				

SUGGESTED MATERIALS

FOR

READING - LEVEL B

RHYMING SOUNDS - AUDITORY RESPONSE

RHYMING CARDS Developmental Learning Materials
RHYMING PICTURES (flannel board) Instructo
RIDDLE AND RHYME Eye Gate
FIRST FUN IN PHONICS Modern Curriculum Press
PHONICS WE USE Lyons and Carnahan

INITIAL CONSONANT AND VOWEL SOUNDS (Pictorial)

CONSONANT PICTURE CARDS Ideal
 (Activities number 2 thru #11 overlap)
CONSONANT LOTTO Garrard
VOWEL LOTTO Garrard

FINAL CONSONANT SOUNDS (Pictorial)

TALKING TIME SERIES McGraw-Hill
 (filmstrips - speech improvement)
SNOOPY SECRET CODE BOOKS Holt Rinehart
PHONICS by Selma Herr

INITIAL CONSONANT BLENDS AND DIGRAPH SOUNDS (Pictorial)

NOTEBOOK WITH CASSETTES AND DITTO SHEETS Ideal
EYE-EAR-HAND PHONICS Educational Activities
 Set 1 - Initial Consonants
 Set 2 - Vowels
 Set 3 - Blends and Digraphs

FINAL CONSONANT BLENDS (Pictorial)

LISTEN AND DO Houghton Mifflin
 (records and ditto)
SOUNDS AND STORIES Economy
SPACE TALK Economy

AUDITORY BLENDING OF WORDS (Sound Only)

BLENDS AND DIGRAPHS Developmental Learning Materials

INITIAL CONSONANT SOUNDS - SOUND LETTER

WORD ANALYSIS SKILLS Continental Press
TAPE PROGRAMS Ideal
FILMSTRIPS- TALKING TIME SERIES McGraw-Hill

FINAL CONSONANT SOUNDS

MAGIC CARDS IdealDIRECTIONAL PHONICS Teaching Technology CorporationLANGUAGE MASTER CARDS Bell and Howell

INITIAL CONSONANT BLENDS - DIGRAPHS

CHECK AND DOUBLE CHECK PHONICS by Jack HillTAPE PROGRAMS FOR BLENDS AND DIGRAPHS Ideal

IRREGULAR WORDS - HARD AND SOFT SOUNDS

PHONICS GUIDE FOR BASIC READING by Glen McCracken and Charles Walcutt

BASIC EDUCATIONAL SKILLS INVENTORY SCORING SHEET

MATH-LEVEL A

SELECTED INFO

NAME: _____ SCHOOL: _____

TEACHER: _____ AGE: _____ PARENTS: _____

HOME PHONE: _____ SEX: _____ DATE OF TEST: _____ GRADE: _____

READING LEVEL: _____ M.A.: _____ OTHER TEST SCORES: _____

COMMENTS & RECOMMENDATIONS:

	POSSIBLE	PRE-TEST	POST-TEST	GAIN
1. Addition of whole numbers	20			
2. Subtraction of whole numbers	20			
3. Multiplication of whole numbers	6			
4. Division of whole numbers	12			
5. Addition of fractions	14			
6. Subtraction of fractions	50			
7. Multiplication of fractions	30			
8. Division of fractions	40			
9. Addition of decimals	10			
10. Subtraction of decimals	10			

SUGGESTED MATERIALS

FOR

MATH -LEVEL A

QUANTITY - Verbal Quantitative Meanings
 NAMING PRINTED NUMBERS
 MATCHING NUMBERS

GRADUATED COLORED CYLINDERS by Teaching Resources
 CUBES AND RODS by Cuisenaire Corp.
 TUTORING KIT - RODS Cuisenaire Corp.
 SPATIAL RELATION Developmental Learning Materials
 CRISTALINE RODS Cuisenaire Corp.
 CENTIMETERS ETA
 PLASTIC SQUARE & GEOMETRIC BOARDS, GEOMETRIC BOARD Cuisenaire Corp.
 TEACHING HOW TO USE RODS Mathem Responses
 PRIMARY MATH SKILLS, WORKSHEET & CASSETT Imperial Tapes
 LEARNING TO LEARN Skills (Red, Blue, Green & Gold Books) S.R.A.
 CONFIGURATION CARDS, PERCEPTION CARDS
 SANDPAPER NUMBERS Gem Publishers
 KNOW AND SHOW Instructo Corporation
 TAY GRAMS, Developmental Learning Materials
 NUMBER RUMMY Educational Services
 GEOMETRIC RUMMY Educational Services
 STERIL STRUCTURAL ARITHMETIC Houghton

COUNTING CONCRETE OBJECTS

GEOMETRIC SHAPES Scott Foresman
 PACEMAKER READINESS PROGRAM
 WORD NUMBER PUZZLES McGraw - Hill
 COLORED MEASURE BARS, NON COLORED FORMS DLM
 PEG MATH GROUPING KIT DLM
 COUNTING FRAME SRA
 FLIP BUILD Teaching Resources
 STEPPING STONES Instructo
 CUBASCO BLOCKS Head
 LINK NUMBERS Milton Bradley
 DOLCH RUMMY Garrard
 DISTAR ARITHMETIC SRA
 LANGUAGE MASTER CARDS FOR CONCEPTS Bell & Howell
 WORKING WITH NUMBERS
 TAKE A GIANT STEP Jenn Publications
 MATH PROGRAM Economy
 ONE BY ONE Harcourt Brace
 ABACUS

NUMBER SEQUENCING

TAN GRAMS DLM
 PARQUETRY DESIGNS & BLOCKS DLM
 MATH BLOCKS Holt, Rinehart & Winston
 COUNTDOWN Economy Company
 LET'S EXPLORE MATH
 FAIRBANKS ROBISON Teaching Resources
 PROPORTIONAL BLOCKS Playskol

ORDINAL AND CARDINAL CONCEPTS

ORDINAL CARDINAL PUZZLES DLM
 GRID -GRIT GAMES Bryant Cratty



COLORADO DEPARTMENT OF EDUCATION

State Office Building, 201-E Colfax
Denver, Colorado 80203
Telephone (303) 892-2211

Donald D. Woodington, *Commissioner*

September 28, 1972

Mr. Henry Pepe
Project Director
Santa Barbara Center
1420 Edith
Albuquerque, New Mexico 87102

Dear Mr. Pepe:

Our staff is interested in your Child Demonstration Program which is funded by Part G of Title VI, Public Law 91-230.

Would it be possible for you to send us a copy of the project proposal which was submitted to the Bureau of Education for the Handicapped? We would also like to have any other information relevant to the establishment of the project and cooperation with other agencies.

Thank you.

Sincerely yours,

Constance Rose

Constance Rose, Coordinator
Learning Disabilities Project
Pupil Services Unit
(303) 892-2282

CR:mvt.

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

43.

Betty W. Fells, Ph.D.
Assistant Director for
Psychoeducational Services
Diagnostic-Intervention Center
900 Thompson Street
Austin, Texas 78702
October 27, 1972

Mr. Henry Pepe, Director
Fail Safe Continuing Project
Santa Barbara Center
1420 Edith, N.E.
Albuquerque, New Mexico

Dear Mr. Pepe:

I have received a copy of the Fail Safe Continuing Project from Gary Adamson and am interested in receiving further information on this project. Please send me any information you may have available.

Enclosed is the proposal for our Diagnostic-Intervention Program which you may find of interest.

Thank you for your help.

Sincerely,

Betty Fells

Betty W. Fells, Ph.D.
Assistant Director for
Psychoeducational Services

Enclosures (1)
BWF: nms

*Sent Some
(?) info*

DUBNOFF SCHOOL FOR EDUCATIONAL THERAPY

44.

10526 VICTORY PLACE • NORTH HOLLYWOOD, CALIFORNIA 91301 • 818/762-1074-1004

January 3, 1973

Elie S. Gutierrez
Director
Division of Special Education
State Department of Education
State Educational Building
300 Don Gaspar Avenue
Santa Fe, New Mexico 87501

Dear Mr. Gutierrez:

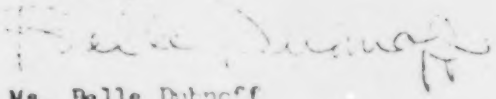
I read of your Child Service Demonstration grant, awarded under Title VI, Part C of the Elementary and Secondary Education Act, in the "Journal of Learning Disabilities", Volume 5/Number 10/December, 1972.

I would appreciate receiving further information: in particular, diagnostic tools used, types of in-service training, and specific information on the establishment of your resource center.

I would also appreciate any printed or mimeographed information you might be able to send me.

Thanking you in advance,

Sincerely,


Ms. Belle Dubnoff
Founder-Director

ED:sr

1340 Corry St.
 Yellow Springs, Ohio 45387
 March 8, 1973

Dear Dr. Pepe,

I attended a symposium on March 3 in Columbus, Ohio at which Gary Adamson described the Fail-Safe Continuum.

Northeastern Local School District in Clark County, Ohio for which I am now a Learning Disability teacher, is planning to build two ~~MUS/ICE~~ elementary schools. They will be in operation September 1974 (hopefully). I am writing in behalf of the eight member "Phase II" planning committee which has been charged with the responsibility for developing an educational philosophy (and means of implementing it) for the two schools. We (with the superintendents blessing) are unanimous in our desire to integrate all children with problems into the regular program as far as possible and much interest was expressed when I shared what I had heard about your project. It was felt that the Fail-Safe Continuum shows a great deal of promise for our situation. We would appreciate any information you can send or refer us to. I was unable to copy down the sources Dr. Adamson showed on a slide and as he was short of handouts I was unable to obtain an evaluation sheet on which questions could be written. It may be sent either to me at the above address or to Mr. Charles W. Stephens, Northeastern Local Board of Education, 1414 Bowman Road, Springfield, Ohio 45502. Thank you.

Sincerely,

Elizabeth E. Cady

Elizabeth E. Cady

M. J. Stephens
H. J. Stephens

Special Services Center
5002 West Albain Road
Monroe, Michigan 48161

March 27, 1973

Dear Mr. Pepe:

I would greatly appreciate any information you could send me concerning the learning disability fall-spring continuum. We are looking at such a possibility in the Monroe, Michigan area.

Thank you for your consideration in this matter.

Sincerely yours,

Terry Semones

Terry Semones (Mr.)
Director of Special Services

3-3-73
H. P. P.

Article and
Brochure Sent -
N.P.

CHATTANOOGA PUBLIC SCHOOLS

1161 West Fortieth Street

Box 2013

Chattanooga, Tennessee 37409

47.

April 18, 1973

Mr. Henry Pepe, Director
Fail-Save Continuum
Santa Barbara Center
1420 Edith, N.E.
Albuquerque, New Mexico 87102

Dear Mr. Pepe:

This letter is written for the purpose of requesting further information about your project, "The Learning Disability Fail-Save Continuum." At the Tenth International Association for Children With Learning Disabilities Conference in Detroit, I picked up a most interesting pamphlet about your program in New Mexico. After having studied it, we are interested in obtaining additional material regarding curriculum development, student eligibility, parent involvement, and teacher in-service training. This information will be most helpful in our planning of a Handbook for our Learning Disabilities Program. Thank you for your assistance in this matter.

Sincerely,

Beatrice R. Daniels

(Mrs.) Beatrice R. Daniels
Learning Disabilities Specialist

BRD:ewl

UNION
FREE
SCHOOL
DISTRICT

LAWRENCE PUBLIC SCHOOLS / CEDARHURST, N. Y. 11516 (516) 295-2700

SAMUEL CHUEN, Superintendent of Schools
DONALD T. CLARK, Assistant Superintendent - Business
ALBERT J. EICHEL, Assistant Superintendent - Instruction

May 7, 1973

Mr. Henry Pepe, Project Director
Fail-Save Continuum
Santa Barbara Center
1420 Edith, N.E.
Albuquerque, New Mexico 87102

Dear Mr. Pepe:

I would appreciate your sending me any information
that you may have on the Learning Disability Fail-Save
Continuum.

Thank you in advance for your prompt attention and
the courtesy extended.

Very truly yours,

Evelyn Meisovich
for

Albert J. Eichel

em

ANCHORAGE BOROUGH

SCHOOL DISTRICT

670 Fireweed Lane
Anchorage, Alaska 99513
Area Code 907 277-6652

Title VI-G Office
Special Education
Denali Elementary School
148 East 9th Avenue
Anchorage, Alaska 99501

Date May 7, 1973

Henry Pepe, Project Director
Santa Barbara Center
1420 Edith
Albuquerque, New Mexico 87102

Dear Mr. Pepe:

We are currently working on a Title VI-G project to develop a modified primary classroom to prevent learning disabilities at the kindergarten and first grade level. To help us in this endeavor, we would greatly appreciate you sending us a copy of your curriculum guides and material lists with areas of concentration for first grade, kindergarten, and learning disability classes. Also, any other material or ideas that you feel may help with this project would be appreciated. What tests, materials or equipment have you found especially successful?

If there is a charge for this, please advise before sending as our budget is extremely limited.

Thanks for you help.

Sincerely yours,

Ms. Jeanne Gaynor
Jeanne Gaynor
Learning Disability Specialist

JG:lj

REORGANIZED SCHOOL DISTRICT R-2

FRANK A. WILEY
Superintendent

CAPE GIRARDEAU COUNTY
Jackson, Missouri 63755

Area Code 314
243-3579

November 28, 1973

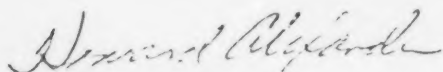
Ms. Elie S. Gutierrez, Director
Division of Special Education
State Department of Education
State Educational Building
300 Don Gaspar Avenue
Santa Fe, New Mexico 87501

Dear Ms. Gutierrez:

Would you please send us information regarding the New Mexico program
for improved learning disability services.

Thank you for your prompt attention and cooperation.

Yours in Education,



Howard Alexander
Elementary Principal

HA:eu

RECEIVED
NOV 29 1973
SPECIAL EDUC. DIV.

Hulbert, Okla.
Dec. 7, 1973

Dear Mr. Pepe:

Here I am again! No matter how you look at it, New Mexico has all of these little "goodies" in their educational program that Oklahoma doesn't have.

This time, would you send me another copy of the Fail-Save Proposal? In moving my copy has gotten misplaced, and I need to refer to it in trying for a program to boost the Cherokee Indian project for reading for another year.

Hope things are going well with you and yours. We manage to struggle along. ~~What's the situation?~~ I think about all of you a lot, I just never hear about anything.

Sincerely yours,

Aileen Farnham

WEST HARTFORD PUBLIC SCHOOLS

P. O. Box
West Hartford
Connecticut 06107
Telephone: (203) 233-8281

Department of Pupil Services

January 2, 1974

Mr. Henry Pepe
Project Director
Santa Barbara Center
1420 Edith
Albuquerque, New Mexico 87102

Dear Mr. Pepe:

Please send me a description of your 1972-73 Title VI-G funded project. I read an abstract of the project compiled by the Arizona L.T.I. and I am most interested in further details.

Sincerely yours,

Patricia A. Lenihan

(Ms.) Patricia A. Lenihan,
Coordinator - Learning
Disabilities Program

PAL:vk



Metropolitan Cooperative Educational Service Agency

771 Lindbergh Drive, N.E. — Atlanta, Georgia 30324 — Telephone: (404) 266-2342

January 7, 1974

Henry Pepe, Project Director
Santa Barbara Center
1420 Edith
Albuquerque, New Mexico 87102

Dear Mr. Pepe:

This is a matter of inquiry regarding your Title VI-G project. It is my understanding that you are working with identification and/or remediation of LD children at the Kindergarten-3 level. In that Georgia is becoming increasingly more interested in the development of kindergarten class, we are attempting to gather information for early identification.

I would appreciate receiving a copy of your project proposal. I am particularly interested in obtaining copies of any screening devices, tests, or remedial materials. If you have samples of these, I would appreciate receiving them. Also, the procedures used to get initial referrals would be helpful.

Thank you very much for your cooperation and hope to hear from you soon.

Sincerely,

Jack Hinzman

Jack Hinzman
Project Director

JH:bjb

*Enclosed are materials referring to The Project -
(N.M. does not have Kg. program - and
we do not work at this level, however,
we do concentrate on primary grades in
most of the schools in which the project is implemented)*

"An Integrated Model for the Individualized Services
to Children with Learning Problems" 58

Board of Directors: Dr. J. W. Pritchard, Jr. (Superintendent,
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STATE OF MISSOURI
DIVISION OF MENTAL HEALTH



M. NIEMENHUIZEN, M.D.
Superintendent
AARON CHAPMAN
Asst. Supt., Adm.

MID-MISSOURI MENTAL HEALTH CENTER
803 STADIUM ROAD
COLUMBIA, MISSOURI 65201
314 449-2511

COMMUNITY CLINICS

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California	314	788-2431
Carrollton	818	542-0420
Fayette	818	246-2197
Feytesville	818	288-3666
Marshall	818	888-3339
Moberly	818	293-7651
Sedalia	818	827-2464
Versailles	314	378-4871

March 14, 1974

Ms. Daphne Rowden
~~Fail-Save Continuum~~
Santa Barbara Center
1420 Edith, N.E.
Albuquerque, New Mexico 87102

Dear Daphne,

I was very much impressed with your program and hope to be able to use some of it in my work. I spoke to you about your in-service for parents, and you mentioned that you had information you could send me. I would appreciate this very much.

I enjoyed your demonstration and think that you have a good program.

Sincerely,

Dee Richter

Dee Richter
Guidance Counselor

DR:ss

Sent H.P.

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 DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

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A. W. FORD
 DIRECTOR

TELEPHONE
 571-1461

March 19, 1974

Dr. Henry Pepe, Project Director
 San Barbara Center
 1430 Edith
 Albuquerque, New Mexico 87102

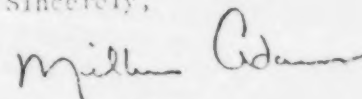
Dear Dr. Pepe:

This correspondence is a follow-up to a recent telephone conversation I enjoyed with Dr. Jeanne McCarthy. I requested from Dr. McCarthy any information she has available relative to the itinerant teacher delivery system of service. Dr. McCarthy is sending me information she has available and suggested I contact and request such information from you. She mentioned that your dissertation was in this area and that your assistance in this matter would be of great value.

I am collecting information to share at our State Association For Children With Learning Disabilities Convention scheduled for Saturday, April 6. Your immediate attention to this matter and assistance would be greatly appreciated.

Thank you in advance for your help.

Sincerely,



Milburn Adams
 Area Supervisor
 Special Education

MA:lka



UNIVERSITY OF MASSACHUSETTS
AMHERST • BOSTON • WORCESTER

INSTITUTE FOR GOVERNMENTAL SERVICES
MIDDLESEX HOUSE
AMHERST, MASSACHUSETTS 01002
(413) 545-0001, 0002, 0003

April 11, 1974

Director, Special Education
State Department of Education
Santa Fe, New Mexico 87501

Dear Sir:

The State of Massachusetts has recently enacted a comprehensive law (Chapter 766) which will have a pervasive effect on all aspects of education for children with special needs from the ages of three to twenty-one.

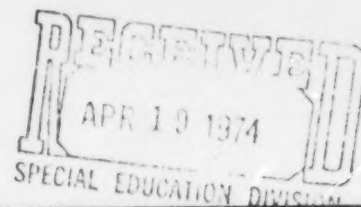
We are presently preparing an interim document which will outline the implementation of this law over the next five years.

In order that this document be comprehensive and current in concepts and methods presently available, we wish to have the benefit of maximum input from many and diverse groups of educators.

Therefore, we are soliciting on a national basis, any information, models, programs, projects or contacts in the area of special education, which might assist us in developing an appropriate model for the implementation of this law.

The law deals with special education and its broad relationship to mental health and public health in terms of physically, mentally, and/or emotionally handicapped children.

Because this document will be published in June of this year, any relevant information which you may wish to share must be made available as soon as possible to myself, Barbara Llamas, at the Institute for Governmental Services, Middlesex House, University of Massachusetts, Amherst, Massachusetts 01002.



Oxford Hills Elementary Schools

MAINE SCHOOL ADMINISTRATIVE DISTRICT 17

BRUCE E. TYNER
PRINCIPALGUY E. ROWE SCHOOL
NORWAY ELEMENTARY SCHOOL
OXFORD HILLS ELEMENTARY SCHOOL

NORWAY, MAINE 04268

207-743-5183

April 22, 1974

Elie C. Gutierrez
 Director, Division of Special Education
 State Department of Education
 State Educational Building
 300 Don Carlos Avenue
 Santa Fe, New Mexico 87501

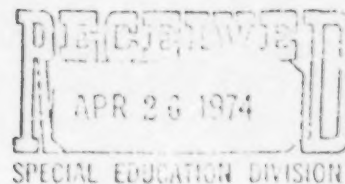
Dear Mr. Gutierrez;

Please send me information and materials relating to your New Mexico Project
 done under the Child Service Demonstration Grant (Title VI, Part G, 1970 Legislation
 191-230) as noted in the December 1972 issue of Journal of Learning Disabilities.

I hope to find this material a valuable aid to me next year as a Learning
 Disabilities Consultant.

Yours very truly,

Marlene Bates
 Marlene Bates



Box 324
Malibu, California
90265
April 27, 1974

Mr. Henry Pepe, Project Director
Santa Barbara Center
1420 Edith
Albuquerque, New Mexico 87102

Dear Mr. Pepe:

I am currently on sabbatical leave and engaged in surveying model learning disability programs. A member of the Leadership Training Institute indicated that your project is unique to the extent that it affords a wide spectrum of services for learning disabled youngsters.

I would appreciate receiving any publications which describe the project (methods, populations, results) and other available ancillary materials.

Thank you for your consideration and help in this matter.

Sincerely,

Manuel Smith
School Psychologist

PINE BREEZE CENTER
HAMILTON AVENUE

SMALLWOOD CENTER
MOCCASIN BEND ROAD



STATE OF TENNESSEE
DEPARTMENT OF MENTAL HEALTH
MOCCASIN BEND PSYCHIATRIC HOSPITAL AND MENTAL HEALTH CENTER
CHILDREN AND YOUTH SERVICES
CHATTANOOGA, TENNESSEE 37405
TELEPHONE: 615-265-2451

May 1, 1974

Ms. Daphne Rowden
Project Coordinator
Santa Barbara Center
Albuquerque, New Mexico

Dear Ms. Rowden:

I attended the 1974 International A.C.L.D. conference in Houston.
As probably with you my greatest frustration was not being able
to hear all of the presentations.

I am currently trying to develop materials in learning disabilities
for our public library in Chattanooga, as well as our own pro-
fessional library at Smallwood Center. I would appreciate one or
two copies of the paper "Child Service Demonstration, Project:
New Mexico" which you presented at the conference, as well as
any other materials which you think might be helpful to us.

We are trying to make the public aware of this problem in the
Chattanooga area and hopefully you might be instrumental in
ehlping us. I would like to thank you in advance for the time
you are taking from, I'm sure, an already busy schedule.

Sincerely,

Louis B. Perfetti

Louis B. Perfetti

Ant

Appendix B

Student Gains - Project Evaluation

Prior to discussion of the results, one point of explanation is necessary. Although there were seventeen programs in operation under The Fail-Save Project, one program was significantly different, and treated as a separate component. This program utilized the project teacher part time as a coordinator of several practicum students who served five schools in Albuquerque on an itinerant basis, and part time in a direct teaching role, similar to the other project teachers. Although student gains were similar, if included they would skew the results to some degree because of the greater number of students (70) included as one program. Consequently the project results in this report reflects the gains of sixteen programs operating under similar conditions. The results of the one component will be included in a report to the participating schools and is available if desired.

The sixteen programs in The Fail-Save Project served a total of 378 students. This represents a mean of 23.6 students per teacher, with a range from fifteen to thirty three. The following is a breakdown of the type of service provided to the 378 students:

1. 240 students (63.5%) were served in the itinerant program only.
2. 66 students (17.5%) were served in the resource room program only.
3. 72 students (19%) were served at different times in both the itinerant and resource room programs.

Within each academic area, there were several components that were analyzed separately. The following is a list of the separate categories for analysis of data.

1. Itinerant Total--the gains made by all students in the itinerant program in each academic area.

2. Itinerant Target Area--the gains made by the students who were programmed for in that particular academic area.
3. Resource Room Total--the gains made by all students in the resource room program in each academic area.
4. Resource Room Target Area--the gains made by the students who were programmed for in that particular academic area.

The analysis of gains were made in each academic area (reading, spelling, and math). For those students who were served in both the itinerant and resource room programs, the gains made while in each program was included in that component.

As described previously in this report under Program Evaluation, the analysis of the data considered:

1. Expected gain--based on past achievement rate during intervention.
2. Total gain--difference between pre and post testing of intervention time.
3. Treatment Effect--difference between expected gain during intervention and actual gain during intervention. The treatment effect could be considered as a result of intervention.

In reference to meeting the objectives of the program evaluation, the Wilcoxin Test was used to test for significance of difference between the expected gains and actual gains (treatment effect) of the sixteen programs. As stated in the objectives, the .05 level of confidence was used.

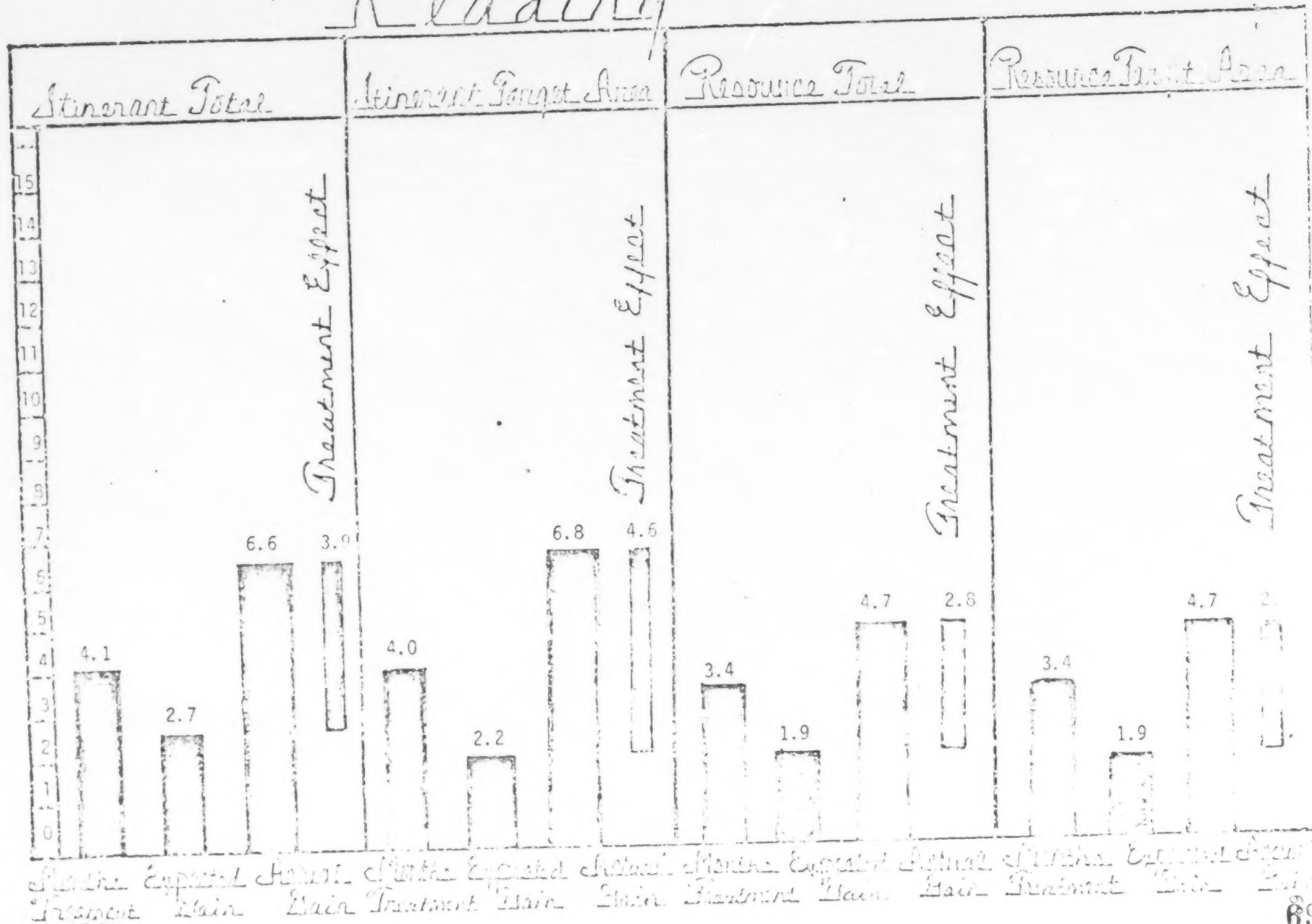
SUMMARY TABLE

Program Effects of The Fail-Save Continuum Project Treatment

	Actual Gain	Expected Gain	Treatment Gain	Time in Treatment	Hours Per Week	Total N
<u>Reading</u>						
Itinerant Total	6.6 mo.	2.7 mo.	3.9 mo.*	4.1 mo.	1.8 hrs.	312
Itinerant Target Area	6.8 mo.	2.2 mo.	4.6 mo.*	4.0 mo.	2.0 hrs.	219
Resource Room Total	4.7 mo.	1.9 mo.	2.8 mo.*	3.4 mo.	3.7 hrs.	137
Resource Room Target Area	4.8 mo.	1.9 mo.	2.9 mo.*	3.4 mo.	3.3 hrs.	106
<u>Spelling</u>						
Itinerant Total	5.1 mo.	2.2 mo.	2.9 mo.*	4.1 mo.	1.8 hrs.	312
Itinerant Target Area	7.6 mo.	2.4 mo.	5.2 mo.*	4.7 mo.	1.3 hrs.	65
Resource Room Total	3.7 mo.	1.5 mo.	2.2 mo.*	3.4 mo.	3.7 hrs.	138
Resource Room Target Area	7.2 mo.	1.9 mo.	5.2 mo.*	4.1 mo.	2.1 hrs.	53
<u>Math</u>						
Itinerant Total	6.4 mo.	2.6 mo.	3.8 mo.*	4.1 mo.	1.8 hrs.	311
Itinerant Target Area	9.5 mo.	2.5 mo.	7.0 mo.*	4.1 mo.	1.5 hrs.	67
Resource Room Total	4.8 mo.	2.1 mo.	2.7 mo.*	3.4 mo.	3.7 hrs.	137
Resource Room Target Area	7.9 mo.	1.8 mo.	6.1 mo.*	3.2 mo.	3.5 hrs.	30

*p < .05.

Reading

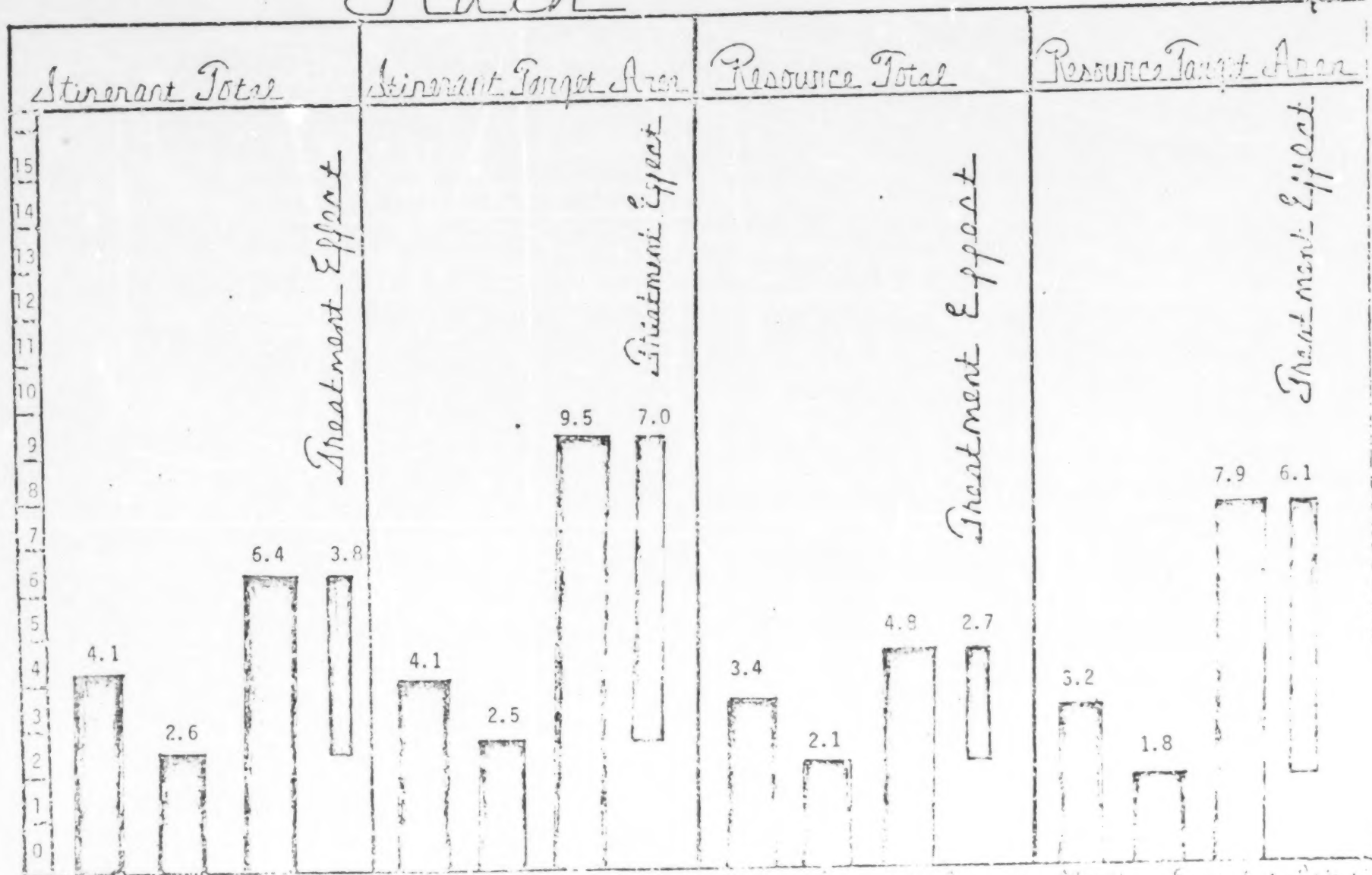


Spelling



Months exposed	Actual	Months exposed	Actual	Months exposed	Actual	Months exposed	Actual
Treatment	Gain	Treatment	Gain	Treatment	Gain	Treatment	Gain

Math



Months Expected Actual Months Expected Actual Months Expected Actual Months Expected Actual
 Treatment Gain Gain Treatment Gain Gain Treatment Gain Gain Treatment Gain Gain